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| **Level 4 - Grade 5**  Students were asked to complete a narrative about a topic of their choice. They were given a set time frame to complete the task. We encouraged our students to use organisational strategies to ensure they completed this task on time. Students were expected to do a plan, draft and final good copy. The checklist below has been completed by your child’s teacher.  Name: Mikayla Bennett  The highlighted boxes show the criteria which was demonstrated in this students narrative piece. |
| |  | | --- | | **E: Well Below Standard** | | The narrative piece has a clear purpose, to narrate or describe a story. | | Composition of three or four logically ordered paragraphs. | | Created a story that keeps in mind that their audience will have different needs and interests than themselves e.g. know who Luke Skywalker is. | | Used a combination of writing and pictures to tell their story. | | Correct spelling of two-syllable words with regular patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns. | | **D: Below Standard** | | Used a combination of writing and pictures to tell their story. | | The story contains several logically ordered paragraphs that include ideas and information about familiar topics. | | They have included a variety of simple and compound sentences, using verb tenses correctly. | | They used punctuation to support meaning, including exclamation marks and quotation marks. Accurate use of full stops, commas and question marks. | | **C: At Standard** | | Included familiar ideas and information for the specific narrative purpose and audience, print or electronic. | | Used the five strategies; planning, drafting, proofreading, editing and revising. | | Used appropriate vocabulary, punctuation and tense to suit a narrative text. | | Has included typical features of a narrative e.g. introduction, problem and end. | | Correct spelling of frequently occurring two- and three-syllable words. | | Use of strategies to spell unknown words. | | **B: Above Standard** | | Produced the narrative for that specific purpose and audience, print or electronic. | | Use of strategies when planning the text, e.g. using models of others writing or brainstorming. | | Deletion of unnecessary information or addition of new information when editing and revising writing. | | Inclusion of appropriate visual images and information. | | **A: Well Above Standard** | | Used strategies and features of a narrative, print or electronically. | | Appropriately organised main and subordinate ideas. | | Selected vocabulary, text structures and visual features to effectively communicate their story. | | Maintenance of plot, characterisation and setting throughout their extended narrative. | | Used their knowledge of spelling patterns, including morphemic knowledge (prefixes, suffixes, plural endings etc), visual and phonic patterns. |   Teacher comment:  Mikayla has created a brilliant narrative story. She was able to follow an organised planning process involving the creation of a plan, writing a draft and publishing her final copy on her netbook. It is evident that Mikayla has edited her work, using her knowledge of sound patterns and sentence structure to make appropriate changes after proof reading her work. When sharing her story with me, Mikayla read with expression and showed passion for what she was reading. Her story is interesting and she should be very proud of her work! |